DOCUMENT RESUME

ED 231 786 SP 022 646

AUTHOR Putnam, Joyce
TITLE Classroom Management and Organization: Teacher Decisions for Establishing a Learning Community Classroom.
PUB DATE 83
NOTE 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Classroom Environment; *Classroom Techniques; *Decision Making; Elementary Education; *Elementary School Teachers; *Instructional Development; Student Behavior; Student Teacher Relationship; Teacher Effectiveness; *Teacher Response

ABSTRACT

A study was conducted to answer several research questions involving: (1) decision models used by teachers; (2) nature of preactive and interactive decisions made by teachers; (3) what governs teachers' decisions; (4) interaction between teachers' decision making and the need to maintain activity flow; (5) how teachers establish a "learning community" classroom; (6) key characteristics of the learning community classroom; and (7) characteristic pupil behavior in the learning community classroom. The background, rationale, procedures, and findings of an elementary school teacher, who viewed pupil outcomes as her goal and saw instructional interactions as her information processing priority, were examined. The classroom management and organization system developed and established by the teacher, called a "learning community," supported pupil and teacher on-task behavior. Findings in the areas of decision making, management and organization, and characteristics of the learning community classroom are discussed. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED231786

CLASSROOM MANAGEMENT AND ORGANIZATION: TEACHER DECISIONS FOR ESTABLISHING A LEARNING COMMUNITY CLASSROOM

by

Joyce Putnam

Michigan State University
Department of Teacher Education
East Lansing, Michigan 48824

Paper presented at the 1983 Annual Meeting of the American Educational Research Association, Montreal, Canada.

SP 022 646

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joyce Putnam

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CLASSROOM MANAGEMENT AND ORGANIZATION: TEACHER DECISIONS FOR ESTABLISHING A LEARNING COMMUNITY CLASSROOM

Abstract

This study was conducted to answer research questions concerned with decision making, management and organization, and characteristics of this learning community classroom. The questions are as follows:

A. Decision Making

1. What is the decision model this teacher uses?

2. What is the nature of the preactive and interactive decisions made by this teacher?

3. What governs this teacher's decisions?

B. Management and Organization

1. What is the interaction between this teacher's decision making and the need to maintain activity flow?

2. How does this teacher establish a Learning Community Classroom?

C. Characteristics of a Learning Community Classroom

1. What are the key characteristics which are the essence of the learning communicty classroom.

2. What behaviors are characteristic of pupil behavior in this learning community classroom?

This report provides the background, rationale, procedures and findings related to the study of a teacher who viewed pupil outcomes as her goal and saw instructional interactions as her information processing priority. The classroom management and organization system developed and established by the teacher supported pupil and teacher on task behavior. The teacher called the classroom environment she established a learning community.

CLASSROOM MANAGEMENT AND ORGANIZATION: TEACHER DECISIONS FOR ESTABLISHING A LEARNING COMMUNITY CLASSROOM

by
Joyce Putnam

The purpose of the study reported here was to document and describe a teacher's preactive/interactive decisions, related management and organization teaching behaviors, and characteristics of the Learning Community classroom which she established. This report will provide the background and rationale, procedures and findings related to the study of a teacher who viewed pupil outcomes as her goal and viewed her information processing priority as instructional interactions. She established an environment and instructional context which supported her pupil outcomes and processing priorities.

This report presents findings in the areas of decision making, classroom management and organization and characteristics established by the teacher. This report is presented in four sections as follows: 1) Background, 2) Study, 3) Findings, and 4) Conclusion.

Background

The following section is organized around the three areas of decision making, classroom management and organization, and learning community characteristics. In the area of decision making, studies by McCutcheon (1980), Duffy & Anderson (1982) and others concerned with planning and decision making are considered. In the area of classroom management and organization examples of studies considered are those by Kouin (1980) and Anderson and Evertson (1980). Finally, work by Schwab (1980), O'Daffer (1979)

and others is reviewed as it relates to the concept of a learning community classroom. First is the information about decision making, second classroom management and organization and the final part of this section is the discussion about learning community characteristics.

Decision Making

McCutcheon (1980) and others have studied decision making and planning and have been concerned with the nature of planning, influences on teacher planning and with what teachers should consider as they plan. These researchers have found that teachers do not make, decisions based on the use of a theoretical planning model that proceeds from the selection of objectives to the instructional activities and through the ultimate evaluation. During planning, teachers seem to focus on activity selection (McCutcheon 1980; Clark & Yinger, 1979) and on what is to be covered in a general sense (Morine-Dershimer, 1979). In some cases (Kyle 1980), teacher planning is constrained by perceived environmental restriction and turns out to be merely scheduling text materials per the principal's (or other institutional spokesperson's) expectations.

While there is some evidence that some teachers make data based decisions in preactive instruction there is little transfer of theory to actual classroom interactive decision making (Duffy 1980). For instance, in 1979 Duffy and Anderson began a large-scale, naturalistic study to determine whether teacher conceptions of reading are the foundation upon which teachers base instructional decisions about classroom reading instruction. The results of this research, in which the reading conceptions of 23 elementary teachers were studied over three years, found that "classroom teachers may possess abstract theoretically-based conceptions of reading,

but these conceptions do not significantly influence their teaching of reading." (pg. 10). Duffy noted that it is important to understand that teachers do not reject theories of reading. Rather, the conception of reading is mediated by classroom conditions that the teachers find more immediately crucial. One concludes that even the best laid teaching plan is usually distorted or dropped during implementation. This seems to be based on the teachers' perceptions of a particular way they must respond to environmental factors. The result of this perception is that environmental factors set up a reactive teacher response and result in the teacher's behavior rather than the teacher being in control while making data based interactive decisions.

Similarly, studies of classroom practice do not support the hypothesis about teacher decision-making. The classic study in regard to classroom reading practice in Durkin's (1979) study of comprehension instruction. Durkin concluded that teachers do not teacher comprehension, they assess students comprehension levels and then mention the topic to them. Similarly, Durkin (1980) concluded that teachers monitor pupils through commercial materials and Mehan (1979) and Duncan & Biddle (1974) observed that the teacher-pupil interaction is one in which the teacher asks a question, the pupil responds, and the teacher sometimes provides an evaluative response. These findings were substantiated by Duffy & McIntyre (1982) in which they found that teachers perceive their responsibility in teaching reading as "...piloting or guiding pupils through materials, with instruction being limited to corrected feedback." Such interactions have been labeled by Duffy & Roehler (1980) as "reactive instruction". Thus, through a synthesis of the findings of these studies, the impression is generated that teachers do not make instructional decisions.

Based on the available findings, there is little to support the belief that teachers make substantive instructional decisions (particularly in the interactive phase of teaching). Nor is there evidence that teacher decision-making is driven by some kind of rational model. Instead, most decisions seem to be driven by the need to maintain activity flow. In fact, what is most striking about the research to date is that we know little of substance about the decision making of effective classroom teachers.

Classroom Management and Organization

Classroom management and organization is a major topic of interest for teachers. A synthesis of research findings in this area indicates that presence of good classroom management and organization means that good instruction is also present. The reverse is also true. Secondly, we have learned that teachers can either prevent (Anderson & Evertson, 1978; Brophy 1983) or encourage disruptive student behavior (Renni 1982; Kounin 1976). Thirdly, Brophy (1983) in his latest review of research findings concludes that prevention of problems must be the focus for study by teachers and teacher candidates rather than the study of restoring and punishment techniques.

Anderson and Evertson's (1979) work has made a major contribution to the prevention focus as well as a means for responding to this focus (Evertson 1982). They have contributed a clear picture of some of the critical differences between how effective and less effective classroom teachers begin the school year. They have also described specific sets of teacher management and organization behaviors that result in student on task behavior.

The common underlying theme on which most studies to date have been based is how to stop or keep from having problems with students. A perspective we haven't thoroughly explored yet is the one which assumes the teacher can effectively manage children and instruction. Accepting this premise can result in posing such research questions as the following:

1. How are the routines, procedures, and santioned pupil behaviors which are taught to pupils by effective teachers similiar and different.

2. Does a teacher's particular philosophy manifest itself in specific management and instructional decisions and related behavior?

The consideration of teacher management being driven by a specific philosophy adds a new dimension to the work accomplished to date.

In this study we considered that there may be a philosophical intentionality involved in the teacher's management and instruction decisions and their implementation. The subject said it was her intention to establish, as she had in the past, a learning community classroom. For the study reported here, the way the teacher established routines and procedures was of interest. It was found that specific routines and procedures which she felt supported a learning community classroom and independent, responsible student behavior were selected and systematically taught to the pupils.

Learning Community Classroom Characteristics

Classrooms which function as learning communities have certain identifiable characteristics (Schwab, 1979). These characteristics may be described as follows. The problems to be solved by the classroom group typically require the interdependent thought, action, and cooperation of persons having a variety of backgrounds, talents, and abilities. The planning and instructional

approach used provides opportunities for the group to achieve a sense of common purpose and satisfaction as a result of communication and collaboration. Record keeping systems monitor task completion and the acquisition of basic skills which allow for individuals to be intentionally placed in heterogeneous groups. The use of heterogeneous groups encourages the students to contribute their diverse strengths to collective problems. Organization and management systems are designed to promote individual and group responsibility, a sense of shared membership, individuality, and reciprocity in relationships. In such classrooms planning and teaching is not the function of the teacher alone. Planning and instructional experiences are often provided through various configurations. The presence of many adults and older or younger schoolmates as contributing members is taken as a natural part of the learning community (Barnes, et al., 1979).

There is emerging evidence that the social context of the classroom can effectively promote academic achievement, and at the same time, development of unusually high levels of individual and social responsibility. For example, King (1971) has pointed out that each classroom is a cultural system--a subsystem of the school which, in turn, is a subsystem of the society. "Students learn to participate in the classroom system first..." This was consistent with Young and Beardsley (1968) who also support that the structure of classroom interaction is important for learning.

O'Daffer (1976) suggests that students need interaction with others in order to maximize their potential as learners: "When students work in groups and communicate more often with each other and with the classroom teacher, changes are affected in their approach. This personal recognition from others, both peer and teacher, is a basic need that must be considered." (p. 27)

Robinson (1976) reported an experimental study in mathematics education in which students were trained to work cooperatively. Not only did she find positive results in improved math skills, but she reports other positive effects of teamwork. In her words the students were: "...taught an attitude of cooperation, pulling together, helping others, sharing problems and solutions, and, indeed, unashamedly asking for help, all necessary values of today's world citizen" (p. 206).

Bossert (1979) suggested that self-directed work behavior among elementary school pupils was associated with activity experiences in which direct teacher control was minimal. Students in classrooms that relied heavily on group recitation and seatwork--tasks which entail high levels of teacher control--showed little self-directed behavior when confronted with new, fairly undefined activity settings. While learning to work alone, these students were dependent on their teachers for specification of proper work procedures. By contrast, the children who were encouraged to choose and organize their own tasks learned to begin new activities on their own without waiting for detailed instruction. Thus, there seems to be a growing body of evidence to demonstrate that the approach to instruction called learning community has merit. Because of the clear philosophy expressed and the support for this type of classroom in the literature, the learning community was selected as one form of instruction to study.

The teacher who was selected for this study was one who made conscious decisions with specific classroom and pupil outcomes in mind. Her classroom management and organization system reflected the type of learning community she wanted to establish and the pupil outcomes she specified. The next section of this report describes the procedures. It will be followed by the findings and conclusions sections.

The Study

The study reported here was based on the assumption that descriptions of effective classroom teachers' systematic decisions, management and organization and characteristics of their classrooms are necessary if we are to determine what similarities and differences exist among effective classroom teachers. Consequently this study focused on a single teacher: Ms. Jeannie LaSovage.

Ms. LaSovage was selected for this study for four reasons. First, for seven years she had been seen making what observers thought were preactive and interactive decisions. Second, she was conscious of her decision making. Third, her instruction emphasized congnitive learning, basic skills, social responsibility and individuality in her students. Finally, her teaching resulted in above average pupil gains in reading (Gates-MacGinitie Test, Form B, averaged 1.6 years in 1974-75 and 1.9 years in 1975-76).

This section of the report contains four subsections. The first subsection presents the seven research questions, the second the setting, the third data collection, and the fourth the data analysis.

Questions

This study was conducted to answer research questions concerned with decision making, management and organization, and characteristics of this learning community classroom. The questions are as follows:

A. Decision Making

1. What is the decision model this teacher uses?
2. What is the nature of the preactive and interactive decisions made by this teacher?
3. What governs this teacher's decisions?

B. Management and Organization

1. What is the interaction between this teacher's decisions making and the need to maintain activity flow?

2. How does this teacher establish a Learning Community classroom?

C. Characteristics of a Learning Community Classroom

1. What are the key characteristics which are the essence of the learning community classroom.

2. What behaviors are characteristic of pupil behavior in this learning community classroom?

Setting of this Study

The classroom chosen for this study was located in a midwest consolidated rural school district. The district covers 154 square miles and includes four counties, eight townships and three rural villages. The district serves a diverse but predominately low socioeconomic population. The district's student enrollment was 2,004 with approximately 8% of the student population Hispanic in origin. Due to the physical size of the district, most students are bussed, some from as far as 75 miles away.

The classroom studies was located in one of three portables next to a K-6 grade school. The class was composed of 25 first and second graders, all of whom met Title 1 criteria. The class met for half days during the morning beginning on September 24th and disbanded in March due to the teacher taking a parenting leave of absence.

Data Collection

Because we wanted to learn about the teacher's decisions and the dynamics of the classroom we utilize the techniques of ethnography. Erickson (1977) has asserted that what is does best is:

> ... to describe key incidents in functually relevant descriptive terms and place them in some relation to wider social context, using the key incidents as a concrete instance of the working of abstract principles of social organization. (p. 61)

The procedures included classroom participant/observations, debriefing/verification sessions, interviews, and document collection. Data were collected for the entire time the class met from September to March.

Participant Observations. Classroom participant/observations can be characterized as follows. Classroom observations were more intensive during the first three weeks of the academic school year than during the rest of the school year. The reason for the intensive data collection for this period of time was based on studies by Tikunoff and Ward (1979) and Evertson and Anderson (1979) which indicate that classroom experiences at the beginning of the year are very important influences on what transpires thereafter.

The observations began on Spetember 24th, which was the first meeting day for the class. Twelve of the first 17 days of class were observed. Three of the next 10 school days were observed. These 15 observations were followed by nine observations which occurred during the November to March periods. One observation occurred in November and two observations per month were completed in December, January, February and March. A total of 24 four-hour classroom observations were conducted for a total of 92 hours of observations (see Table 1).

Observations began an hour (8:00 a.m.) before the formal starting time of school (9:00 a.m.) and ended approximately 45 minutes after the formal ending (11:00 a.m.) of the class. The observation time incorporated all periods that students were in the classroom. Data were collected through field notes, photographs and audio tapes.

Debriefing/Verification Sessions. The verification/debriefing sessions preceded and/or followed the classroom observation sessions. These sessions included the teacher making any comments she chose about the forthcoming or completed lesson and then responding to questions posed by the researcher. The questions were generated from field notes and then read to probe further regarding teacher comments. Twenty-four debriefing sessions were held, one for each classroom observation.

Interview Sessions. Three types of interviews were held. These included researcher directed question/answer probe sessions, simulation, and interviews related to writing an article. Field notes and audio tapes were collected at each session.

The first type of interview involved collecting data of a demographic nature and to clarify and/or explain observations and preliminary data analyses.

The second type of interview involves the teacher in a teacher educator simulation. This was implemented in order to clarify the teacher's decisions concerning content and process decisions at both the beginning and later periods of the school year, and to verify the teacher's instructional planning process. The simulation supposed that another teacher has asked LaSovage to help her plan a unit of instruction for a 3/4 grade classroom. The teacher stated that she wanted to "teach" like LaSovage. The recurring simulation interview questions were as follows: 1) What guidelines would you give the teacher to help her select a topic of instruction? 2) What questions do you ask the teacher? 3) What information do you need from the teacher? 4) What do you tell the teacher? 5) How would you show the teacher...? 6) What examples...?

The third type of interview was an opportunity for the researcher and teacher to write an article for publication. In the spring of the year, the researcher and teacher collaboratively wrote an article describing how the integration of subject matter was accomplished in this classroom. Through the discussions while outlining the article the decisions were documented concerning what would not be included. The researcher wrote the article and the teacher determined what needed to be added or deleted in order that it reflected her intent and practice. The initial article and two major revisions were documented. This activity served as the final data collection and verification of the critical elements of the model for the teacher's decision making.

Documents. Documents were collected from the teacher, children, school administrators and aides. The documents included student products, sociograms, maps of special and temporal relationships, teacher planning products, and an article written by the researcher and subject.

Table 1

Participant/Observer Classroom Observations

First 17 days of class (Sept. & Oct.)	-	12 observations
Next 10 days of class (Last 2 weeks of Oct.)	-	3 observations
November - March	-	9 observations
Total	=	24 Classroom Observations/ Observer Observations

Data Analysis

The data analysis procedures are described as they were done for each of the three areas of interest. First, the data analysis for the questions related to the decision making topic is presented. Second is the description for the classroom management and organization area. Finally, the procedures are described for the questions related to characteristics of this classroom as a learning community.

Decision Model. The data were analyzed with the intent of creating a model of decision making. The data analyses procedures included analysis, categorizing, ordering and verifying. Ultimately, three models were created, with each subsequent model verifying elements of the previous one until a final model (no. 3) verified all elements. The analysis preceded as follows.

First, the field notes from classroom observation tape transcriptions and Type 1 interviews and classroom observations and teacher planning documents were read and notations were made in the margins regarding the type of teacher decisions which might be involved. Second, the types of decisions were classified into preactive or interactive decision categories. The third step was identifying those decisions which involved instructional content and management. At this point, a decision making model was developed. The teacher was then interviewed to ascertain the accuracy of this first model's representation of her perceptions concerning her own decision making.

Next, the interview data regarding the teacher's planning of the initial unit of instruction were analyzed. The steps in planning as reported by the teacher were identified and then integrated with the

decisions identified in the first model above. This resulted in the creation of a second model of this teacher's instructional decision making. Again, the teacher was interviewed to ascertain her perceptions regarding the accuracy of the second version of the model.

The teacher's feedback on the accuracy of the second model, new sets of classroom observation data, and the interview data from the simulation were then analyzed. After these data were analyzed and the types of decisions classified, a third teacher decision model was developed. The teacher was again interviewed and items of conflict or ones which were unclear were noted by the teacher and researcher. This model was then set aside.

The field notes, tape transciptions from the sessions when the researcher and teacher worked on writing the article, and the final copy of the article were analyzed. The documented decisions were identified. The framework for analysis included two categories. First was the decision model developed to date. The second was a list of items which the editor requested be played down, excluded, or focused on.

Based on the analysis of these data, the final decision model was verified.

Classroom Management. The data were analyzed with the intent of identifying a system of implementing management preactive decisions, types of interactive decisions, and behaviors/attitudes being taught which appeared critical to the teacher's intent.

The field notes and tape transcriptions from debriefing/verification interviews were read and margin notes regarding data relevant to a system or particular behaviors/attitudes were made. Second, the noted areas were

dated and chronologically numbered. They were then cut into pieces (the rest of the data were set aside) and sorted. The first sort was based on categories related to attitudes, routines and content (e.g., external classroom interventions, aides routines, reading, homebooks, envelopes for homework).

The sets of data resulting from the first sort were then analyzed to determine whether there was any type of relationship among the items in a data set and between various data sets. Two organizational systems were identified. The first included all data which illustrated how management and organization was taught to the students. The second system included a set of five categories which illustrated what was taught to the students. The categories are attitudes and related behaviors, routines, procedures, and subject matter. The data items were again sorted. The data items not fitting one of the categories were analyzed to determine if there was anything of significance about their similarities and/or differences.

The items in each set of data were documented to illustrate the sequences in which they occurred.

Characteristics of this learning community. The field notes, tape transcripts of debriefing/verification interviews were analyzed to determine whether there were key characteristics which could be identified as the essence of this classroom.

First, the data were read and examples of learning community characteristics were noted, numbered, dated and cut into data items. These items were added to the set of data items used in the analysis of the classroom and management set.

The items were then sorted into the three categories related to characteristics of learning community, content, teacher, pupil, environment.

All items left over were analyzed to determine whether they reflected characteristics in a category not used. A new category was not found so the items were set aside.

The items in the four data sets were noted and a second sort was completed. The second sort included four categories. The four categories were:

1. Items potentially unique to a learning community classroom.
2. Items theoretically necessary to a learning community classroom.
3. Items that may or may not have any relationship to the learning community, and
4. Items which did not fit the learning community classroom philosophy.

Findings

Data were identified regarding all three areas of interest and the related seven research questions. In this section the three topics and the related questions will be discussed in the following order: 1) Decision Making, 2) Management and Organization, 3) Characteristics of this Learning Community Classroom.

Thus, the first part of this section is a description of the six event decision making model which this teacher used, the nature of her practive and interactive decisions and a description of what governed her decisions.

The second part of this section reports the findings related to classroom management and organization. First is a description of the interactions between this teacher's decisions and activity flow. Second is a description of how she established her learning community through

the systematic instruction of routines, procedures and certain behaviors related to attitudes.

Finally, the third part of this section reports the findings relative to the characteristics of this learning community and pupil behavior characteristic of this classroom.

Decision Making

Three aspects of decision making are reported here. The three questions which were of primary interest were concerned with the organization of the decision model used by this teacher, the nature of her preactive and interactive decisions and the basis for these decisions. The six event decision model which was identified will be presented first. A figure of the model is presented and each of the six events will be described. This will be followed by a description of the types and sequences of the teacher's preactive and interactive decisions. Finally, this section will include a description of findings related to what formed the basis for the teacher's decisions.

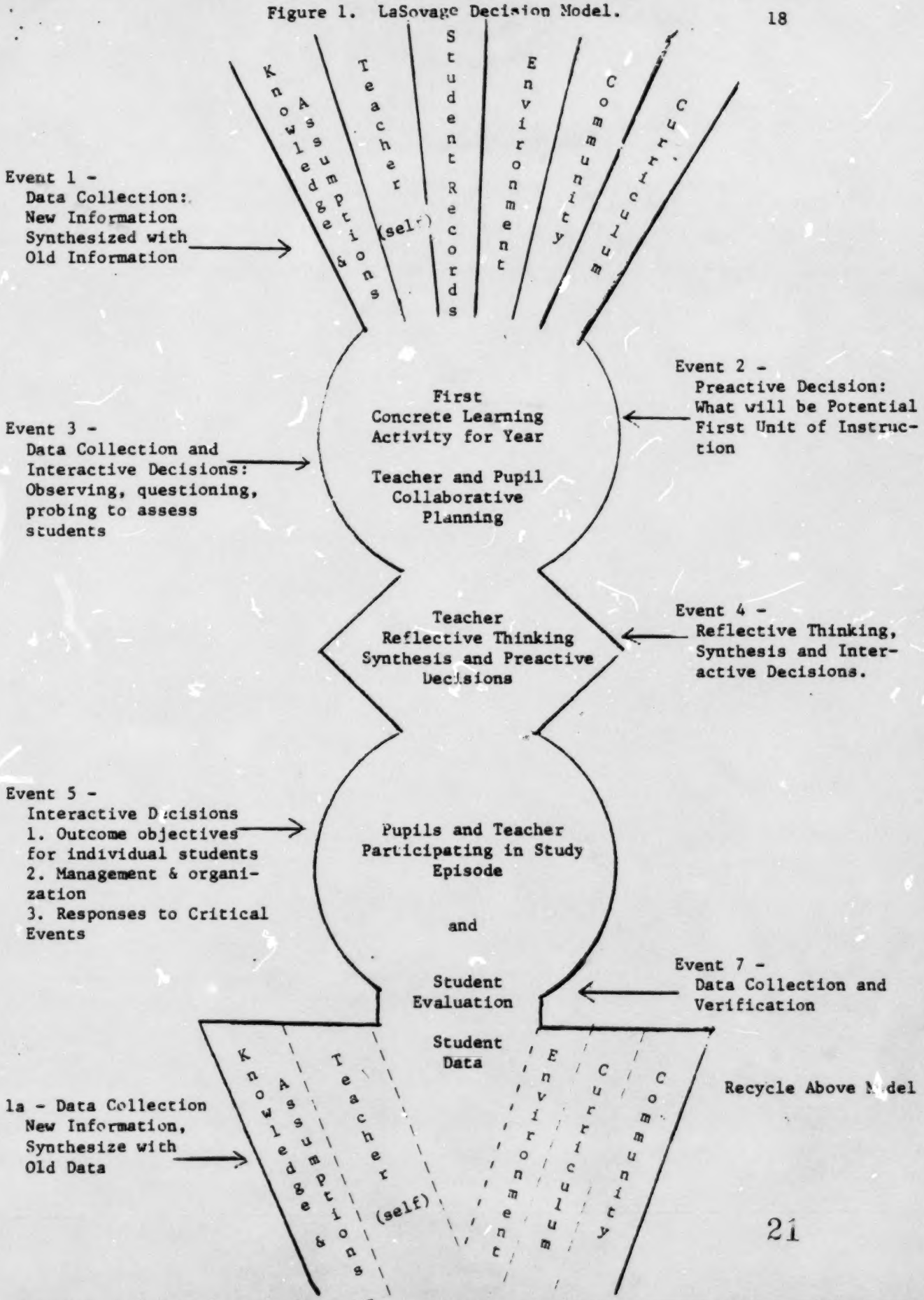
What is the decision model this teacher uses? The decision model which is used by LaSovage has identifiable data collection, data synthesis, and decision making characteristics. A sequence of six events were identified in the model. The decision making characteristic itself is composed of preactive and interactive decisions. The nature of each event in the decision model will be discussed.

The decision model used by LaSovage has a sequence of six events. (See Figure 1). In the sequential order the events are:

Event 1: Data collection and synthesis

Event 2: Preactive Decisions

Figure 1. LaSovage Decision Model.


Knowledge & Assumptions
Teacher (self)
Student Records
Environment
Community
Curriculum
Event 1 - Data Collection: New Information Synthesized with Old Information
First Concrete Learning Activity for Year
Teacher and Pupil Collaborative Planning
Event 2 - Preactive Decision: What will be Potential First Unit of Instruction
Event 3 - Data Collection and Interactive Decisions: Observing, questioning, probing to assess students
Teacher Reflective Thinking Synthesis and Preactive Decisions
Event 4 - Reflective Thinking, Synthesis and Interactive Decisions.
Event 5 - Interactive Decisions 1. Outcome objectives for individual students 2. Management & organization 3. Responses to Critical Events
Pupils and Teacher Participating in Study Episode
and
Student Evaluation
Student Data
Event 7 - Data Collection and Verification
Recycle Above Model
1a - Data Collection New Information, Synthesize with Old Data
Knowledge & Assumptions
Teacher (self)
Environment
Curriculum
Community

Event 3: a. Data Collection
b. Interactive Decisions

Event 4: Reflective Thinking, Synthesis and Preactive Decisions

Event 5: Interactive Decisions

Event 6: Data Collection and Verification

Event 1 is data collection. During the first event LaSovage reflected on data she already possessed (e.g., what reading objectives 3rd graders should achieve in reading) bringing data to a conscious level. She also gathered new data. New data collection included such things as reading the CA-60's, talking with teachers who had students the previous year and schedules of school events. LaSovage organized her knowledge into six categories. These are:

1. Knowledge about self (interest, strengths, philosophy, weaknesses)
2. Assumptions based on knowledge and experience (transfer, learning, concept teaching)
3. Students previous experience and records (teacher talk, personal, CA-60)
4. Environment in classroom and school (how to use to enhance learning)
5. Curriculum (academic and personal and social responsibility outcomes; topics)
6. Community (nursing home, parent desires for their children, who can do what)

Event 2 is preactive decisions. The second event is the time when LaSovage made preactive decisions based on a synthesis of knowledge she had collected during Event 1. The topic for the first curriculum unit of the year was one which the teacher knew the content, had personal experience with, held a positive affect, was in the children's past experience, offered many opportunities for a variety of content knowledge

and hands on experiences, and provided cooperative working experiences. The teacher selected topics based on the above criteria so that she would not have to spend a lot of interactive teaching time processing content information. She first determined what unit of instruction she would try to develop with her students. She preactively planned an activity (problem solving task) which functioned as an opportunity to collect specific data about the pupils and allowed teachers and pupils to collaboratively plan a unit of study. The activity was planned to involve whole group discussion and decision making, small group work, and individual work. She purposefully planned the activity to allow for interactive assessment of pupils social and academic knowledge and skills.

The selection of the units for instruction taught during the rest of the year were influenced by textbooks or the stated school curriculum. For example, this teacher determined what concepts, skills and/or facts were presented in a text. She then decided which ones she'd incorporate in her instruction during the year. Topics for units of instruction were then selected and developed on the basis of the following:

a. Children had necessary prerequisite skills or could gain them quickly.

b. Potential for instruction of new concepts, skills, and/or facts.

c. Connection to children's previous experiences.

d. Opportunities for pupil personal and social responsibility experiences.

e. Opportunities for applying previously learned knowledge and skills.

Preactive decisions after the first unit of instruction always included the newest data the teacher had about each pupil. She organized new data

about pupils as specific academic (e.g., what a specific child needed to learn next in reading or in science or in math) outcomes or as personal or social responsibility outcomes. Personal responsibility meant that this teacher was considering how the child handled him/herself in a variety of situations (e.g., assertive when has environmental needs, stays on task, can say yes or no when asked to help someone else). Social responsibility meant the teacher thought about such things as a child's contribution to the group, family, school, nursing home, and/or recorded notes so didn't keep asking the same question.)

Thus, the teacher's preactive decisions were based on her up-to-date data bank on each child; the group as an entity in itself; the academic and personal and social outcomes; her philosophy about the type of classroom she wanted to operate; and the knowledge and skills she consciously held.

The type of preactive decisions she made were in response to the following three questions:

a. What content will be taught?

b. How will the content be taught?

c. Who will be taught what content by what methods?

Event three is data collection and interactive decisions. The third event involves the teacher observing her students during the activity planned for data collection and collaborative planning. The teacher implemented her plan for the collaborative planning activity. This activity took from two to eight hours of class time and ran from two to four days. The entire activity was organized in five sequential steps following for this teacher to identify patterns in pupil behavior for

making future decisions. All five steps in the sequence allowed for data collection. The fifth step was also used to organize the children's thinking. The first step was the introduction of the topic and a discussion which allowed for the tying of the topic to pupils and teacher's out-of-school lives. During the first step the teacher observed to identify pupil behavior patterns in the following five areas.

1. Students who had or had no previous experiences with the topic.
2. Students who volunteered to speak and those who didn't.
3. Students who could wait for a turn and remember what they wanted to contribute and those who couldn't.
4. Students who made linkages with what the teacher or pupils had said previously.
5. Pupils who "centered" on inappropriate parts of sentences.

The second step was doing the hands on part of the activity (e.g., making applesauce). This step included small group and individual tasks. The teacher was concerned with identifying subject matter knowledge, skills for facts and the pupils ability to work with others and by themselves.

The third step was whole group processing. This step always resulted in a product. Usually it was an experience story. During this step the teacher gathered data about the pupils abilities to:

1. Tell about what they had done (e.g., sequence, affect, accuracy, fluency, particular observations).
2. Act as a group member (e.g., listening to others, tie suggestions to what was already agreed to or said).
3. Wait for turn.

The fourth step required that each pupil do a writing task by him/herself. While pupils were working the teacher collected data about:

1. On/off task behavior
2. Letter formation
3. Grammar
4. Oral reading (experience story)
5. Student's experiences which could be tied to the topic

The fifth item (finding out about how the student could tie his previous experiences to the topic) became the focus for this step as the year progressed. After the first unit of instruction the teacher collected data for items 1-4 during the ongoing lessons.

Interactive decisions that the teacher made during Event 3 were based on her need to collect data. In the first five steps in this event the teacher had set the scene to observe for patterns of behavior. In the final step of this event the teacher made interactive decisions about how to interact with each child. The decision was based on the original data held from Event 1 and data which was collected in the first part of this third event. The teacher thus checked out previous assumptions by asking a child to explain or show her how to do something. Once the teacher had determined what pattern to check out the interactive decisions became content discriminations. Another way to describe this is as responses in a previously learned decision chain.

The second type of interactive decisions were made during a whole class discussion concerned with what could be learned and how it could be learned. The students gave suggestions of things they could do. When possible they said what they would like to learn. For example, pupils suggested during one discussion that they could make apple bark, go to an apple farm, read Johnny Appleseed. One student said he wanted to know how electricity worked. He wanted to get a hot plate. By the end of the year

these conversations included such things as questions from pupils indicating they were concerned with practicing or applying specific skills or knowledge. The teacher's interactive decisions were based on a synthesis of student input, making suggestions back to the class of probable tasks students could do, and organizing suggestions by content topics and writing them on the board.

By the end of Event 3 the teacher had data on specific pupils knowledge and skills. She also had an idea of how each pupil worked individually in a small group and as a member of the class group. She also had some data about who was interested in doing what in the up-coming unit of study. Finally, she had a tentative organization plan for activities and curriculum.

Event 4 is reflective thinking, synthesis and preactive decisions. The fourth event in the decision model provided LaSovage with the opportunity to tighten up her data on the pupils and the proposed unit of study with her proposed academic and personal and social responsibility outcomes for pupils (identified in Event 1).

The teacher processed the above data in order to make a second set of preactive decisions. These preactive decisions answer the following questions:

1. Is there enough pupil interest and likages to previous experiences to warrent pursuing this topic?
2. Will multiple activities for one individual or small group be provided or will everyone essentially do the same things?
3. In what content activities will each child participate?
4. How will we proceed from here?

By the end of Event 4 this teacher either had a plan for working with the class during Event 5 or for starting a new assessment activity. If the answer to question 1 concerning a pupil interest and ties was no, the teacher selected a new topic and proceded with Event 2 and 3 again. When

the answer to question 1 was yes, then questions 2, 3 and 4 were answered. Thus, the next time the teacher and pupils met she was ready to begin Event 5.

Event 5 is interactive decisions. During the fifth event interactive decisions were made by the teacher with pupil input concerning completion of specific tasks and criteria for and number of specific objectives to be achieved during the unit of study. These decisions were made at the beginning of the event and reviewed at the end of the study of the unit. At the beginning of this event the teacher used both small group and individual conferences to determine the assignment of specific tasks. She used individual conferences for determining specific objectives for pupils.

The interactive decisions which were made during the first part of Event 5 were ones which dealt with increaing or decreasing levels of difficulty specified in the objectives, the number of objectives to be achieved and/or number of specific tasks to be completed.

While the unit of study progressed the teacher made decisions concerning whether pupils had satisfactorly completed tasks and objectives. If pupils completed objectives at the specified level new objectives were identified and the pupil was asked to help pick new activities related to the unit. Here the teacher made interactive decisions concerning performances, next objectives and appropriate tasks. The interactive decisions made toward the end of the unit of study were concerned with adjusting specific pupil tasks and/or teacher expectations and with bringing organized closure to the units of study.

The end of unit intereactive decisions were made with pupil input. The teacher's observations of where each pupil was with tasks and objective

achievement were used to determine when to have a class discussion concerning closure. During the class discussion the teacher and pupils selected a date to end the unit.

Once a date had been set the teacher then interacted daily with those who had not completed tasks. She made adjustments in requirements for those pupils who needed them. For those who finished she and the pupil discussed what could be done until the ending date. For these pupils she also tasked them during these discussions thus making another interactive decision.

Event 6 is data collection and verification. The sixth event involves the collection and verification of evaluation data. As the unit of study closed, the teacher systematically interacted with each pupil. She evaluated what the pupil was able to do relative to the objective s/he had been assigned. She recorded this data. On occasion the pupil had a written evaluation test to complete. These the teacher used to document individual pupil performance. The written tests required different pupils to do different things based on the criterion level of their objectives (e.g., recall, recognize, develop).

The data from this event was used to verify the teacher's previous evaluations of pupils and her records. This is a place where she looked for data which was in conflict with what she had already determined. The data from this event was then used to begin planning for a new unit of instruction. Thus, the cycle back to Event 1 had begun and the teacher proceeded through all six events again. This cycle occurred 5 or 6 times a year.

What is the nature of this teacher's preactive and interactive decisions? It was found that the teacher made both preactive and interactive decisions. Examples of preactive decision making will be illustrated first followed by a description of interactive decisions.

First, a description of this teacher's preactive decisions. For this teacher, preactive decisions were those she made when planning a unit of instruction or at specific times during the implementation of a unit of instruction. These decisions were made when she was "alone" (children were not present) and had the time to reflect and synthesize. She made preactive decisions in two sequences. The first sequence occurred before she started instruction of a unit and the second once the unit was in process.

The first sequence of preactive decisions were concerned with management of pupils and their accomplishments and with the content and process of instruction. For this teacher a learning community philosophy was cited as the basis for her decisions relative to the management system she wanted to develop. Thus, preactive decisions about management and organization of pupils and instruction were made to support: 1) group work, 2) cooperation, 3) use of routines and procedures which released the teacher for more instruction time, 4) use of community members in the classroom, and 5) use of the out-of-classroom community. The preactive decisions in this area were minimal. Basically this teacher said I'm once again going to develop a learning community classroom. I know what that is, I know what routines and procedures I'll establish. Consequently, the decisions related to this category were of a fine tuning nature. The teacher reflected on routines or procedures which had hindered the learning community development the previous year. She thought about things she had done in years previous to this first school year, but hadn't included in her plans for the current year. Finally, she thought about ideas she had had about new things to try.

During the beginning of the year in which this study occurred this teacher having reflected then selected pupil task and achievement record

keeping or reward systems for a variety of achievements or activities. For example, three systems for sight words were identified. The first was a round tin can in which each pupil kept his/her words when they introduced. The second was a plastic baggy to put words in once the pupil recognized them in a stimulus response situation. Finally a check off chart for use when the pupils transferred the recognition of the sight words to the reading situation. Pasteing pieces of clowns together was selected as a system to keep track of completion of an activity (not to be confused with levels of achievement as described in the first example). If this teacher was going to have a room theme as she had done previously (The Year of the Circus) all recording systems would have supported the theme. This was not the case during the study year.

A second set of preactive decisions which this teacher made which differed markedly from these above had to do with data she had about pupils personal behavior towards others and their on/off task behavior. The teacher decided that based on the data she had received the previous year (that many pupils in this particular group demonstrated off task behavior) she would begin to establish on the first day of class the expectation that each pupil would participate in his/her learning.

A third set of preactive decisions involved content and process decisions. The teacher was concerned about who would be taught what and how would it be taught to them. The following is a description of this teacher's process for making content and process preactive decisions. As described in the decision model the first sequence of content and process preactive decisions occurred before a unit of study was implemented in the classroom while the second sequence occurred once the unit of study had begun.

For the content and process preactive decisions in the first sequence, the teacher consciously reviewed what she knew about the 1) curriculum; 2) herself; 3) objectives; 4) students; and 5) classroom resources, school resources, and community resources. In addition, she reviewed the student records and any new texts or materials which had become a part of the school curriculum since the previous year.

Then, based on her initial synthesis of the information above, the teacher identified and listed those pupil outcomes for which she would hold herself accountable. She developed a recording system for her use in documenting the pupils' achievement of the objective she would teach. This recording system was reviewed each time a major change in study occurred. The updating helped the teacher "... keep in mind what needed to be worked on while she was planning her lessons and also when she was with the pupils" (interview 3/12/81).

After the teacher had completed the mental review, she then selected a topic theme (e.g., apples) for study. Next, she gathered any additional information she felt she needed in order to develop the topic into an area for study. The teacher then decided on a problem solving experience for the initial instructional activity. The problem solving experience was a task in which both teacher and pupils participated. Once the topic and concrete experience had been chosen, the teacher listed on paper potentially related activities (11/13/81 planning documents).

Figure 2 illustrates what the teacher did in column one, the questions she was answering by her actions in column two and finally in column 3 the decisions she made.

Teacher Action	Teacher Posed Questions	Preactive Decisions
1. Teacher reviews, curricular materials, student records, environmental factors. 2. Teacher reflects on own areas of current enthusiasm and knowledge.	1. What should pupils in this grade know and be able to do? 2. How will students behave and interact in this room? 3. What pupil outcomes will I hold myself and the pupils accountable? 4. What potential content will we study (first, second) 5. What potential methods of instruction will I use? 6. What am I particularly excited and interested in at this time?	1. Select management system. 2. Selection of an activity and content area which will, a) allow for assessment of pupil language, writing and reading knowledge and skills, b) be something teacher is naturally excited about so enthusiasm will be communicated, c) allow for collaboration so that pupil will begin to gain experience in participating in decisions about what and how they'll study, and d) the content will be well known to teacher so she can keep her mind on collecting data from pupils. 3. Recording Systems.

Figure 2. Preactive Decisions: Sequence 1.

At this point, the entire process had resulted in the teacher having 1) identified a system for classroom management, 2) identified an area of study, 3) synthesized related knowled, 4) listed pupil outcomes, 5) listed possible activities, and 6) identified potential recording systems. The teacher did not make any final decisions about the plans at this time. Instead, she kept the decision tentative until after the problem solving task had been completed with the students.

The second sequence of preactive decisions occurred after the implementation of the unit when the teacher had collected data from her interactions with the pupils. This occasion occurred after the initial two to six hour problem solving experience had been completed. After this she reflected on the data she had collected through watching and interacting with her students. These preactive decisions were concerned with content

and activities. The teacher decided at this time whether the students' life experiences provided enough ties to the new content to make the unit potentially successful. At this time she also determined if there was sufficient interest exhibited by students to pursue the particular area of study. When the answer was no, a new problem solving task was identified and the process started again. If the answer was yes, then the teacher again worked with individuals and small groups of students. She again collected data preparing herself to make additional preactive decisions.

The next preactive decision in this sequence was made by the teacher when she and pupils had identified potential knowledge and skills to be learned from a specific topic of study and together listed activities which could be done. Based on this data, the teacher then made the preactive decisions as to whether the pupils would have the option to choose among activities or work as an entire class on a single activity. Once these preactive decisions were made they were communicated to the pupils and the teacher and class were ready for an extended period of study. Figure 3 illustrates the relationship between the teacher's behaviors, questions and decisions.

Teacher Action	Teacher Posed Questions	Preactive Decisions
1. Teacher records data collected about pupils a) knowledge and skills b) interests 2. Teacher reviews records. 3. Teacher reviews end of year grade level pupil outcomes.	1. What are year end goals? 2. What does each specific child know now? 3. Were pupils interested in the content involved in the concrete activity? 4. Who had what previous experiences that will contribute to the study of this content? 5. Are there enough ties to students' previous experiences to warrent pursuing this area? 6. What classroom personal management behaviors must be taught?	1. Content to be taught. 2. Methods of instruction. 3. First objective for individuals or groups of individuals 4. Recording systems for tasks and academic outcomes will be used. 5. Simulations to be used to teacher personal and social responsibility.

Figure 3. Preactive decisions: Sequence 2.

In conclusion, two distinct sequences of preactive decisions were made. The first sequence occurred to solve the problems of 1) where to start a unit of study, 2) identifying and collecting data for deciding who would be held accountable for what, 3) determining whether the proposed unit of study's topics was linked to each child's life, 4) establishing a positive affect about the topic and experiences, and 5) gaining the students input for consideration during the second preactive decision sequence.

The second preactive decision sequence occurrence to solve the problems of 1) how will we organize for this unit of study, 2) what resources will be used or who will do what and 3) for what will each child be held accountable.

Second is a description of this teacher's interactive decisions. For LaSovage, interactive decisions are made with students present and sometimes made in collaboration with them. They can be characterized in three types. The first type are those interactive decisions related directly to teacher and pupil collaborative planning sessions. The second type are interactive decisions made during the actual period of time a unit is under study. These decisions related to instruction, including the use of resources, changes in outcomes pupils are held accountable for, the reorganizing or changing of an activity, and early in the year the need to hold classroom meetings to discuss teacher and pupil behavior. The third type of interactive decisions related directly to items which caused or had the potential for causing interruption in the planned flow of activity. The stimulus for these decisions were people or events out of the control of pupils and teacher and peculiar enough that previous experience had not provided a basis for knowing how to incorporate the event into the flow.

The first type of preactive decisions (those related to collaborative planning sessions) are characterized by the nature of the assessment task

or "teacher as learner" perspective. When this teacher and pupils met to collaboratively plan and/or decide on something, the teacher's purpose was to communicate her thoughts and feelings and to understand or learn what the pupils thoughts and feeling were. Thus, this first type of interactive decisions were made primarily about selecting particular probing questions and pupil tasks in order to generate data concerning a specific pupil's knowledge, skills, and/or interests.

The interaction with a given pupil gave her the data on which she based her decisions concerning the concrete or abstractness of her questions. The data also was used to decide whether to pursue a direction, change direction or bring closure to the conversation.

In practice, the sequence involved the teacher deciding (sometimes this decision was made preactively) what to ask a specific pupil and asking it, a pupil's response, two or three teacher probes and their pupil responses, and a closure statement. Generally, this teacher started by asking the pupils to demonstrate something (e.g., read this, show me, tell me). Based on the pupil's response this teacher then asked probing questions. For example, she would say, "Remember when you showed me how to figure out words in that family, how did you do it? Will that work here? Show me how."

After listening to the pupils' responses the teacher brought closure to the interactions in one of two ways. She asked pupils to tell what they needed to do or she told them. For example, she said to the pupil, "What does it look like you need to work on next?" When she summarized she said, "You need to work on 'such and so' next. Listen for the assignment related to this, that is the one you will be working on."

When this teacher was working with the whole class for the purpose of communicating and gathering information the results of her interactive

decisions, two different responses were observed. The first was a decision about what to link to what. It appeared as the teacher processed the student data outloud by making linkages between students' input concerning whom she thought could work together when the unit was under study. The second appeared to be a response to pupils and was the closure decision. When to end a discussion was important to this teacher. She appeared to cross check her understanding and selected pupils' understandings as to what was expected before bringing closure to a discussion. She felt clear understandings at the end of discussions gave her clear data, the pupils were clear about what was happening and thus could be held accountable for her and their expectations.

Figure 4 illustrates the teachers actions, questions and decisions in the first sequence of interactive decisions.

Teacher Action	Teacher Posed Questions	Preactive Decisions
1. Step one involved the teacher describing a concrete experience in which everyone would participate and the teacher's rationale for suggesting the activity. 2. Step two involved the class doing the concrete activity (e.g., a treasure hunt, making applesauce). 3. Step three involved students answering who, what, where, when, why questions in both a group and individual experience story. 4. Step four included writing an experience story about previous experiences related to the concrete experience topic.	1. What does student (a-n) know and able to do academically? 2. What social and personal skills and experiences does each child exhibit? 3. What group communication and independent study behaviors need to be taught to whom? 4. What experiences are shared by pupils and which experiences are unique?	1. Selection of specific students to do specific tasks. 2. Selection/formulation of specific questions to ask pupils. When to continue to probe and when to discontinue a line of questioning. 3. Supporting or stopping pupil behavior so that activity flow, data collection, pupil demonstration and pupil needs are all maximized.

Figure 4. Interactive decision: Sequence 1.

The second sequence of interactive decisions are those made during the actual study of a unit. They are not of an assessment nature as was the first type. This second sequence of interactive decisions involved decisions about four major topics. The four topics are:

1. Instruction - What do I say or do to provide instruction for a particular concept/skill/fact with a particular child?

2. Outcomes - If necessary, what changes in the objectives which a given pupil is being held accountable will I suggest and/or agree to?

3. Activities - So that pupils will be successful, how must I reorganize an activity or change activities?

4. Pupil Behavior - What must I do so that this individual(s) gets in control of his/her behavior?

Each of these four topics of interactive decisions are described below.

Instructional interactive decisions are the first type. They include decisions about 1) what to do and say during an instructional interaction with a pupil, and 2) what to do and say to keep individuals within a group on task. Based on the teacher's preactive decision about the objective of a lesson (whether the entire class or one individual was involved) she guided the pupil through the experience. The guiding was observed as shaping the pupil's responses until s/he had a correct response. Data about the pupil's interest and family previous work was integrated into the teacher's comments. After the pupil gave the correct responses the teacher made the second interactive decision. This was what would the pupil do next. Based on the pupil's responses she said things like: 1) Take a break and then come back to work with me again, 2) Here are the materials you need in order to practice, 3) Go help _____, 4) Ask Javier to help you _____, 5) When we do x activity, you'll be able to apply this _____.

The second type of instructional interactive decision was made during whole group instruction and involved keeping all students involved in a

task for the entire period of time. An example of these interactive decisions is keeping a slow working student on task. During whole group instruction the teacher usually had tasks the students did during the activity. Within the set of tasks were several that any child could accomplish while the better students could do them all.

During the whole group instruction, the teacher monitored the task accomplishment of slower students. Periodically, she would say to a pupil "finish this task." The teacher and class would move on. After a task or two the teacher walked to the pupil's desk and say "go to page xx and look at the board for examples and listen to me for directions."

The effect of these interactive decisions was that at times the entire class appeared to be working on a single activity. However, one or two individual assignments and two larger group assignments were being given and monitored. These interactive decisions related to pacing for individualizing instruction were based on all the data the teacher had about individual students.

The second category is outcome interactive decisions. The interactive decisions made about pupil outcomes were directly related to the stated pupil objectives. Pupil objectives had criterion which were understood by the teacher and pupil to demonstrate learning at a "new learning", "practice", or "application" level. Given a terminal behavior, each level had an explicit measure (i.e., before I snap my fingers, the first time you see it and without hesitating, after you think about the parts).

While working with pupils the teacher would sometimes decide that the pupil was being help accountable at an inappropriate level. She

would tell the pupil this and what she observed that made her change her mind. She said what the new criterion was and then shook hands with the pupil on the new agreement.

The third category is activity interactive decisions. The teacher felt that if the pupils were working then an activity should flow with minimum problems. Thus, when there was a problem with an activity and the teacher had determined it was not because pupils weren't working she made an interactive decision to stop or reorganize a given activity. What this teacher said on these occasions was, "I didn't teach this right and I have to figure out what to do to help you."

In this type of situation, the specific decisions the teacher made were to 1) stop and if needed, gather more data from pupils, 2) wait until she'd had time to preactively plan something different and/or 3) change activities immediately or restructure the one which was stopped.

The fourth category is pupil behavior interactive decisions. This teacher's classroom maangement behaviors were directed by her desire to have pupils be responsible for their own behavior. The documented interactive decisions she made about maangement were based basically on whether she or a pupil could or couldn't continue to work and resulted in a major disruption in the class or quiet interactions with a student or two.

Given the information that people were off task, the teacher determined how the problem could be handled efficiently but in a way that would support pupil responsibility, not teacher external control. The teacher felt that the cost of poor, on the spot decisions would lead to more of her time spent on management.

What governs this teacher's decisions? A set of beliefs and assumptions govern this teacher's decisions. It was found that the teacher was conscious

of a set of beliefs which she believed she acted on and which were documented as a basis for observed decisions. For example, it was found that the teacher consciously believed that the primary function of schooling was teaching personal and social responsibility. Her comments and her behavior indicated that she felt academic learning was the major personal responsibility of students and that the major social responsibility was to help others learn. Other specific beliefs which were bheaviorly documented included items concerning a) use of evaluation data to determine pupil objectives; and b) students motivation and responsibility gained through participation in decision making about <u>their</u> work.

In general, this teacher's decisions and behaviors were governed by a set of beliefs and assumptions which included knowledge from the areas of educational psychology, sociology, instructional psychology, growth and development and classroom maangement and organization. The categories of learning, evaluation, and the role of the teacher have been used to classify the teacher's beliefs and assumptions. They are as follows:

<u>Assumptions</u>

A. Students.
   Students enjoy learning.
   Students who participate in planning their own outcomes and related activities are more likely to achieve.
   Students will become responsible learners if given the opportunity and then held accountable for the responsible behavior.
   Students will behave appropriately when taught how to distinguish between appropriate and inappropriate behavior for a given setting.
   Students have a responsibility to help other students learn.

B. Learning.
   Socialization (a la Piaget) that is working with others, is necessary for learning.
   Heterogeneous grouping and acceptance of diversity is necessary for genuine socialization.

C. Curriculum.
   Content which has some direct relationship to the students' previous concrete experiences has the most potential for being learned.
   Integration of content provides students with learning experiences that are closer to out of school (real life) application experiences.
   Curriculum based on integration of content has naturally incorporated the principle of teaching for transfer.

D. Evaluation.
   Evaluation of academic achievement is based on the individual's performance.
   Evaluation of group task completion must include: cooperation; participation by all members; and meeting subject matter demands.
   Evaluation must occur at both formative and summative levels.

E. Teacher Role.
   The teacher teaches.
   The teacher holds a position of authority and responsibility.
   The teacher speaks as an experienced and mature adult.
   The teacher retains the ultimate accountability and decision making power.
   The teacher solicites input.
   The teacher seeks group consensus.
   The teacher communicates rationales for decisions to pupils.
   The teacher communicates decisions to pupils.

During interviews and debriefing sessions, the teacher articulated the above assumptions as the rationale for content and process decisions. For example, the use of the initiating problem solving experience was based on her belief that pupils need to participate in the selection of what they would study and how they would study. Her selection of topics was based on her belief that each pupil must have some previous concrete experience which s/he could link to the new topic for study. She also referred to these items when explaining her reasons for specific decisions made relative to specific students. For example, individuals were held accountable for different levels of performance at different times. One student might be given several seconds to recognize sight words, but within a day or so, the pupil needed to get them within one second. However,

until the student quickly (without disrupting the flow of reading) recognized the words in the book s/he was reading, no credit for "knowing" was given. Thus, the teacher used her belief about "knowing" and "types of evaluation" in establishing procedures for practicing and application.

Management and Organization

This section of the paper will describe the findings relative to two questions. The questions are concerned with the interaction between decisions and activity flow and the establishment of the learning community classroom.

What is the interaction between decisions and activity flow? The interaction between the teacher's decision making and the need to maintain activity flow can be explained in two ways. First, smooth activity flow was a primary goal for this teacher. From this perspective, she initially established her role and the pupils' role in the environment to facilitate smooth flow of activities. From another perspective, she used personal and social responsibility and academic outcomes as the focus of her decisions and instruction. From this perspective, she viewed appropriate personal and social responsibility within a classroom as facilitating academic outcomes. Thus, the activity flow, student and teacher behavior could be evaluated in terms of how well pupils were learning and how were they helping others to learn.

The management goals in the classroom were parallel to her curriculum and pupil goals. The management behaviors were taught, practiced and evaluated during the initial part of the year. Thus, management was a prerequisite to consistent long term activity flow.

An interesting interaction between the teacher's interactive decisions and activity flow was observed when environmental distractions occurred

which might be expected to disrupt the pupil outcome flow. One example is visitors to the classroom. Visitors were not encouraged to sit on the outskirts of the class and "not interfere", instead pupils were assigned to visitors to tell what and how they were learning. The occasion was used to facilitate pupil accountability. Another example is unscheduled assemblies or pupils bringing unscheduled show and tell items to class. Unless the presentation clearly contributed to some student goal it was not attended to by the group. The reason for not participating was discussed and the planned agenda of events was then carried out. In the case of the pupil with a special show and tell item it was shared with the teacher and a friend or two or scheduled for the next appropriate show and tell.

The results of the teacher remaining in control of the class schedule was that routines and procedures were taught which facilitated the integration of potentially disruptive events into the class agenda. Thus, many decisions made during the early part of the year were concerned with establishing routines and procedures to handle predictable, potential disruptions.

The second perspective which can be used is the teacher's belief that distractions by pupils or external elements interferred with student learning and the teacher's instruction. Thus, she consciously taught pupils how to stay on task, and to take responsibility for and monitor their learning. She taught them how to get, offer and give help. She also taught them how to say no they didn't need help or that they didn't know how to give the help requested. Consequently, pupils off task behavior and related teacher responses were virtually nonexistent after apporximately 25 days of school. In addition, the teacher also knew her own limits for distraction and taught the pupils not to do those things which would disrupt her. For example,

she became conscious of students when more than one was waiting in a quiet line. Thus, the pupils were taught when and how to look elsewhere for help or go on to another task when they observed another pupil in line.

How does this teacher establish her learning community classroom? It should be noted that the essence of LaSovage's learning community classroom was established in 30 contact hours, 15 class sessions or 21 calendar days. At this point in time, instruction, practice, feedback, and application experiences had been provided for routines, procedures and behaviors related to certain attitudes.

The teacher used a process for establishing and demonstrating the routines, attitudes and procedures which she felt were necessary for her learning community classroom. The process was the same for all three categories. It involved instruction with modeling; demonstrations by pupils with feedback; practice with feedback; applications; and recalling.

The concept of helpful was taught both as an attitude as well as a procedure. The procedure involved knowing how to do certain things and knowing when it was appropriate to do each one. Students were required to know know the procedures as follows:

1. How to offer help to someone;
2. How to ask for help;
3. How to listen to the helper;
4. How to help (tutor);
5. How to say you couldn't help;
6. When to say you couldn't help; and
7. How to say you didn't want to help.

Related attitudes which the teacher taught were:

1. Being helpful is necessary in this classroom.

2. It is okay to say no or to be told "I can't help you."

The initial instruction took the form of discussion, teacher reading stories to class, and role plays. First, the teacher told the pupils about the importance of helping. She gave examples of how she, her child, husband, mother, father, sisters and brothers helped each other. Then she asked pupils to give examples of how they helped others out of school. Next this teacher told how she helped students in the classroom. Then she asked the pupils to give examples of how they helped in school.

Next the teacher read a story and showed poster pictures of children and adults. After the story, the children were asked who, what, where, when questions with a focus on who was helping and who wasn't. The teacher then led a question and answer sessions asking pupils to say how they thought the children and adults were helping in the pictures. Next the teacher and pupils voted to determine which picture they would use to write a story about. The story was written.

In order to provide role playing experiences, the teacher and two children, before school began the next day, planned one role play about taking someone's pencil and one role play about teaching someone something you know.

The next day, during the opening activities, Steve yelled, "Marty took my pencil." The teacher stopped the flow and attended to the disruption. She began by saying, "Steve, did you see Marty take your pencil?" Steve said, "No." The teacher said, "But your pencil is gone?" Steve said, "Yes." The teacher said, "What can you say?" The teacher then processed student

behavior and feelings resulting in three conclusions. The first was "report observations only". The second was "If you have a problem and can't solve it yourself, with another pupil, and/or teacher, turn out the lights to get everyone's attention". The third was "If you need something, ask. Someone will help and if you are asked to help, do what you can."

The teacher then implemented the pupils and her planned role play for teaching the pupils how to help (tutor) one another. After the role play the teacher asked the pupils to tell her what was done and how the helper and helpee felt at different times.

After the first two days, the teacher then provided opportunities for the children to give and receive help. When problems arose, she stopped the class, stated the problem, and asked what had they said before about this, or how was this done in the role play. Students daily received feedback or stated in a self-evaluation mode how they were doing or how others were doing. Examples of feedback are:

1. "You had to ask three people to find someone to help you with _____. I'm glad you stuck to it, now you have this done."

2. "Your work is not done and I saw you helping Frank most of the morning. You like to help. You'll have to figure out how much time you can help and how much time you have to do your own work. See me tomorrow."

Applications of the helping attitude and behaviors were made regularly since the teacher used the peer help as an integrated part of her instruction. The teacher was observed making comments daily like, "Marcus can help you with this if you have trouble. He has already mastered it." Or, you've got this right now. You can help others who are still working on it."

After Thinksgiving and Christmas breaks, the teacher reviewed with the class how they "helped". The discussions were only about two minutes in

length and several students gave recall type responses to the teacher's inquiries.

The routine for taking home a homework folder and bringing it back was taught with the same process used for the procedure explained above. However, for this routine the instruction was telling the pupils what to do and why. The teacher then asked asked the pupils to repeat the instructions back to her.

The role play involved one student walking in the door with his folder and one student without it. The teacher played herself and interacted with them as she would the next day.

One the morning after the students had taken their folders home for the first time. The teacher positioned herself near the place in the room where pupils who had brought their folders and had a signed slip would go. As each student came in the room, she greeted them and said, "I see you have your folder. Did you read to someone last night? Do you have a signed slip?"

If the student didn't have a signed slip, she directed him/her to his/her desk. If s/he had a signed slip, then LaSovage directed the student to come to the bulletin board where she was. She said, "I'll show you what to do next."

Students who didn't have their folders were asked to think about where they left it. LaSovage closed her eyes and put her index fingers by eyes. Some students would get up to go to the lockers and return with them. Some said things like, my brother burned it up or my mother wanted to keep it, or my grandmother gave it to you before school. LaSovage talked to each about consequences of not being able to do something because their folder wasn't there (e.g., practice Halloween poem).

On the third day of school, all students had taken and returned their folder once. By day four, all but two students had done it twice. On the fourth day, LaSovage had the class think about where they would put their folder when they went in the door at their home. She then told them to always put the folder in the same spot. Only one boy continued to have problems after the first fifteen days of school with materials.

The attitudes which received attention through the model were:

a. Being positive

b. Enjoying learning

c. Helping and being helped are your responsibilities

d. Teachers are responsible for teaching and pupils are responsible for learning

The routines which were systematically established were:

a. Folding hands and looking in eyes of leader at the beginning of a whole group presentation;

b. taking home every night a book at independent reading level, teaching to someone older having slip signed, returning slip, answer questions about book, mark chart;

c. take home folder every night and bring back folder every morning;

d. storing certain things in certain places.

Routines are sequences of behaviors which did not involve problem solving or interactions with other students in class.

Procedures are events or sequences of steps which required interactions with other pupils. Procedures that were systematically established included:

a. Voting to decide,

b. Problem identification

c. Evaluation of self and others,

d. How to help,

e. Before school study,

f. Initiate asking to be evaluated or to be helped or to help.

In conclusion, the teacher established a learning community classroom by selecting attitudes, routines and procedures which she felt contributed to the philosophy she held. She systematically taught and reinforced the attitudes, routines and procedures.

Characteristics of this Learning Community Classroom

This teacher's classroom system involved pupils and teacher interacting about curriculum, activities and pupil/teacher behavior. The teacher called the classroom a learning community. What was of particular interest were two questions. The first was concerned with whether there were characteristics which appeared to be unique to this learning community classroom system. The second was what the pupils' behavior seemed to characteristic of in this learning community classroom taught by LaSovage. In this section the essence of the learning community or its key characterisitc will be described first. Second, will be a description of the pupil characteristics.

What are the key characteristics which are the essence of the Learning Community Classroom? We found that the key characteristic in this classroom which reflect the philosophical underpinnings of a Learning Community as described by Schwab (1979) was the teacher and pupil collaborative decision making sessions. The idea of shared responsibility and responsibility to self and others was evident in the collaborative sessions.

Collaborative planning sessions essentially were concerned with the planning of a unit of study. In addition, group and teacher planning also occurred for special occasions (a trip, a visitor, a party) and for solving difficult classroom problems.

What behaviors are characteristic of pupil behavior in this Learning Community classroom? It was found that pupil behaviors were characterized as cooperative, helpful, initiating, assertive and responsible in nature. These are characteristics found among students in classrooms not established as learning communities. However, it is impossible to imagine this learning community classroomwithout these student behaviors.

Examples of the personal responsibility to academic learning on which the teacher focused were found. For example, it was also found that pupils could describe what they were doing and what they were learning from a particular assignment. Related to this, an example of assertiveness was found in that pupils in this class initiated telling visitors and the researcher about academic and/or personal/social progress. For example, one day Tony reported he could now recognize a set of sight words he'd been working on. On another occasion, Margaret offered the fact that she raised her hand in class now.

The personal and social responsibility behaviors related to helping were observed regularly. The pupils in this class were observed making decisions about when they would ask for help, offer help, decline help offered to them, or decline to help others. The result of these behaviors was a sense of community working together so everyone would learn. It is this sense of community and the sense of responsibility for and pride in one's own and others learning achievements which seems important. Numbers of behaviors or categories don't communicate meaning of those behaviors in practice. Perhaps the following two stories will help to illustrate the sense of personal and social responsibility the pupils in LaSovage's class communicated.

LaSovage quit teaching before the end of the school year. She took a parenting leave. Her class was integrated with the other first and second

grade classroom. After the children had been in their classrooms for about a month, the researcher was in the school building completing the data collection.

The first illustration involves responsibility both personal and social. About a month after the reorganization of LaSovage's pupils, it was discovered that the other teachers felt they were now having management problems. However, it was reported that the problem wasn't with the learning community pupils but with the other children. It seemed that the teachers felt the other children were too demanding while the learning community children were better organized, more patient and consistent in doing their assignments.

A second grader reported to the researcher that:

> Those kids don't know to get help. They keep asking the teacher the same thing over and over. They should write it down so when they get back to their seats they could remember how to spell it and not keep going back six times. When you ask someone to spell a word you have to have your paper and pencil.

The second example which illustrates the spirit of community involves a pupil who had trouble both in becoming socialized to the learning community classroom and in learning to read. The first time he "read" to the class they broke into spontaneous applause. At the end of the year the boy asked me if I remembered when he "didn't use to do his work". When I said yes, he responded, "Well, I always do it now". I said I also remembered when he would yell or cry when he couldn't make cookies or dunk for apples because he hadn't worked on his tasks. I asked him if the teacher should have let him do those activities. His response was: "Oh, she always wanted me to, but I couldn't because I didn't do my work. But, I always do my work now."

Conclusions

The subject of this study said she wanted her pupils to gain certain academic, personal and social outcomes. She believed the best way for them to learn these was through a system which supported those outcomes. She described the system as a learning community. The subject's role as teacher in the learning community was influenced by what she considered as her knowledge about instruction, learning, and what she determined were important pupil outcomes.

It would be interesting to find out how this teacher came to be. However, how this teacher arrived at the schemas she holds for pupil outcomes, learning community and her knowledge is not apparent in this study. Also, what parts of which schemas influenced the development of others is much too complex to sort through after the fact. However, knowing that there is a complexity to the teacher's ideas and their implementation is very important. First, it is important that we know that teachers do develop complex schemas on which they operate. Second, the complexity of this teacher's schemas as understood by her provides a lens which screens out many considerations other teachers may make, thus making thinking time available for those things she considers necessary.

Consider, for example, the following. This teacher's classroom was effectively structured to keep pupils on task. After the initial period of establishing the environment she rarely had occasion to respond to student behavior as a management problem. Of those occasions when she did respond, a certain percentage of the responses were internalized or habituated responses. Of those times left when a conscious decision and response was necessitated, the teacher had the pupil outcomes and "how we behave in this learning community

classroom"as stated guidelines which immediately limited her responses.

Four points seem important. First, the teacher consciously processed information and made decisions. The nature of the information and decisions appears to be different from what teachers are reported to do in other studies.

Second, while the teacher's schemas were viewed by others as extremely complex, they were actually viewed by the teacher as organizing structures for simplifying the teaching task.

Third, while the teacher's schemas appeared to be complex, her use of resources was unusually simple. The teacher avoided using many types of materials one typically sees in other classrooms. She seemed to be resource conscious. For example, instead of finding 12 different assignments for 12 different skills, she used one experience story which incorporated the 12 skills. Sets of materials were used over and over for a wide variety of purposes. (This necessitated that pupils keep track of things for weeks.) This researcher had the impression that all the materials used by the teacher with the pupils could be placed in one grocery bag.

A fourth point is another way the teacher simplified her teaching was in the use of recording systems that were deceptively simple and that did not depend on her for their maintenance. For example, the teacher established elaborate and visually attractive recording systems. These contributed to the pupils' ability to record when tasks were completed and when certain levels of learning were achieved. They offered a system which was easily glanced at by the teacher as she interacted with individual students.

Finally, this teacher decided that instructional interactions were a priority for producing her intended outcomes. She recognized her information processing limitations and thus, established a management system which did not

require her attention for it to function and also maximized the potential for learning to occur. She also recognized the importance of providing an instructional context which promoted multiple objectives and thus allowed her the thinking space and opportunity for her to individualize instruction. Doing all of this required elaborate schemas.

References

Barnes, H., Burke, J.B., and Putnam, J. The Learning Community. A Research Proposal, Michigan State University, East Lansing, Mich. Unpublished paper, 1979.

Bossert, S.T. Tasks and Social Relationships in Classrooms, A Study of Instructional Organization and Its Consequences. Cambridge University, N.Y., 1979.

Brophy, J., Classroom Management and Organization, Paper presented at Association of Teacher Educators' Annual Conference, Detroit, Michigan, 1983

Clark, C.M. and Elmore, J.L. Teacher Planning in the First Weeks of School. Institute for Research on Teaching, Research Series No. 56, East Lansing, Mich., 1979.

Clark, C. and Yinger, R. Three Studies of Teacher Planning, Institute for Research on Teaching, Research Series No. 55, East Lansing, Mich, 1979.

Clark, C., and Yinger, R. The Hidden World of Teaching: Implications of Research on Teacher Planning, Institute for Research on Teaching, Research Series No. 77, East Lansing, Mich., 1980.

Clark, C., and Yinger, R. Research on Teacher Thinking, Institute for Research on Teaching, Research Series No. 12, East Lansing, Mich., 1978.

Duffy, G., and MacIntyre, L., A Naturalistic Study of Instructional Assistance in Primary-Grade Reading, The Elementary School Journal, Volume 83, No.1,1982 University of Chicago, 14-23.

Duffy, G., The Nature of Instruction in Primary Grade Reading, Paper presented at the National Reading Conference, San Antonio, Texas, 1979.

Duffy, G., Anderson, L., Conceptions of Reading Project Final Report, Research Series NO.111, Institute for Research on Teaching, MIchigan State University, East Lansing, Michigan, May 1982

Duncan, M., and Biddle, B., The Study of Teaching, Holt, Rinehart and Winston, Inc., 1974, N.Y., N.Y.

Durkin, D., What Classroom Observations Reveal about Reading Comprhension Instruction, Research Quarterly, 14 (1979) 481-533

Durkin, D., Reading Comprehension Instruction in Five Basal Reader Series, Reading Research Quarterly, 16 (1981) 514-44

Edelfelt, R., Rethinking Teacher Education, NEA, Washington, 1975.

Erickson, F., "Some Approaches to Inquiry in School-Community Ethnography", Anthropology and Education Quarterly, 8, 2, pgs. 58-63, 1977.

Erickson, F. and Schultz, J. "When is a Context? Some Issues and Methods in the Analysis of Social Competence", Institute for Comparative Human Development, 1977.

Evertson, C., and Anderson, L., Classroom Organization at the Beginning of School: Two Case Studies, The Research and Development Center for Teacher Education, The University of Texas at Austin, 1978.

Evertson, C., Emmer, E., Clements, B., Sanford, J., Worsham, M., Williams, E., Organizing and Managing the Elementary School Classroom, Classroom Organization and Effective Teaching Project, Research and Development Center for TEacher Education, University of Texas at Austin, 1981

Evertson, C., Emmer,E., Sanford,J., Clements, B., Worsham, M., Organizaing and Mana Managing the Junior HIgh Classroom, Research and Development Center for Teacher Education, The University of Texas at Austin, 1982.

Gil, D. The Decision-Making and Diagnostic Processes of Classroom Teachers, Institute for Research on Teaching, Research Series No. 71, East Lansing, Mich., 1980.

Harvey, O.J., Prather, M.J., White, B., Alter, R.O., and Hoffmeister, J.K. Teachers' belief systems and preschool atmospheres. Journal of Educational Psychology, 1966, 57, 373-381.

Johnson, D., and Johnson, R., Learning Together and Alone, Englewood Cliffs, N.J., Prentice-Hall, 1975.

Johnson, D., Johnson, R., and Skon, L., Student Achievement on Different Types of Tasks Under Cooperative, Competitive, and Individualistic Conditions, Contemporary Educational Psychology, Vol. 4, 99-106, 1979.

Joyce, B., and Showers, B. Teacher training research: Working hypotheses for program design and directions for further study. Presented AERA National Conference, April 1981.

King, A.R., "The Teacher as a Participant-Observer: A Case Study", Approaches to the Study of Schools and Classrooms, N.Y., Holt, Rinehart and Winston, 1971.

Kyle, D.W., "Curriculum Decisions: Who Describes What?" The Elementary School Journal, Vol. 81, No. 2, The University of Chicago, 1980.

McCall, G.J., and Simmons, J.L., Issues in Participant Observation: A Text and Reader, Addison-Wesley Publishing Company, Reading, Mass., 1969.

McClune, R.R., The Development of an Analytical Framework and Survey Questionnaire To Identify and Classify the Instructional Planning Activities of Elementary Teachers, Dissertation Abstracts International, 32 (1971), 308-A.

McCutcheon, G., "How Do Elementary Teachers Plan? The Nature of Planning and Influences on It", The Elementary School Journal, Vol. 81, No. 1, The University of Chicago, Chicago 1980.

Mehan, J., Learning Lessons: Social Organization in the Classroom, Cambridge: Harvard University Press, 1979

Merriman, E.L., Considerations Identified by Elementary Teachers as Elements of Their Planning for Instructional Activities, Dissertation Abstracts International, 36 (1976), 4420-A.

Morine-Dershimer. Teacher Plan and Classroom Reality: The South Bay Study, Part IV, Institute for Research on Teaching, Research Series No. 60, East Lansing, Mich., 1979.

O'Daffer, P.G., "Individualized Instruction--A Search for a Humanized Approach." The Arithmetic Teacher , Vol. 23, 23-28, 1976.

Oja, S.N. Deriving teacher educational objectives from cognitive developmental theories and applying them to the practice of teacher education. Paper presented at AERA National Conference, April 1981.

Putnam, J., Planning for a Classroom Learning Community, Paper presented at the Annual AERA Conference, N.Y., N.Y., 1982

Robinson, M.L. An Experiment in Teaching Group-Cooperation on Mathematics Tasks, Paper presented at the 76th Annual SSMA Convention, Toledo, Ohio, November 12, 1976.

Schatzman, L., and Strauss, A.L., Field Research, Strategies for a Natural Sociology, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1973.

Schwab, J.J. "Education and The State: Learning Community", The Great Ideas Today, Chicago: Encyclopedia Britannica, Inc., 1976.

Schwille, J., Porter, A., Gant, M., Belli, G., Floden, R., Freeman, D., Knappen, L., Kuhs, T., and Schmidt, W. Factors Influencing Teachers' Decisions About What to Teach: Sociological Perspectives, Institute for Research on Teaching, Research Series No. 62, East Lansing, Mich., 1979.

Stanford, Gene. Developing Effective Classroom Groups, Hart Publishing Co., N.Y., 1977.

Thies-Sprinthall, L. Supervision: An educative or mis-educative process? Journal of Teacher Education, Vol. 31, no. 4, 1980, 17-20.

Wolf, R.L., and Tymitz, B., Toward More Natural Inquiry in Education, Bloomington, Indiana, University Press, 1977.